

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 1/That's your favorite, not mine!

Course Code: ELA

COURSE INTRODUCTION:

Students in first grade build on skills taught in kindergarten. These skills include reading, writing, listening, and speaking. Although this list is not all inclusive. Students should have exposure to the following foundational skills: print concepts, phonological awareness, phonics, basic decoding, fluency, and word recognition. Building on these skills, students will advance their literacy understandings. As they continue to grow, students will participate in a wide variety of read-alouds and literacy experiences. These units are designed to incorporate various activities in a wide-range of curricular areas. Students will explore animal diversity by traveling through a variety of biomes. They will expand their knowledge of text features and character traits. Students will also learn to express opinions through writing.

UNIT DESCRIPTION: Using thematic non-fiction and fictional [read alouds](#), [poems](#) and [guided reading](#) books, first graders explore how to share their opinions and provide reasoning (e.g. which book in a series was their favorite and why). During [writing workshop](#), students use a variety of pre-writing pages to guide their opinion writing using different themes. During [interactive writing](#), the class will use activities completed together as a springboard for sharing opinions with others (e.g. vote as a class on a favorite gingerbread man story and explain why). During this process, the teacher models conventions of print, style of writing, vocabulary use, etc. This work will help guide students' independent writing work.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf>. Resources based on the Universal Design for Learning principles are available at www.cast.org.

[Provide Feedback](#)

SUGGESTED UNIT TIMELINE: 6 weeks

CLASS PERIOD (min.): interactive writing 15-20 minutes, writing workshop 40 minutes, reading instruction 50 minutes

ESSENTIAL QUESTIONS:

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1. How can I write sentences to share my opinion? 2. How can I provide reasoning to support my opinions?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
		CA GLE	Performance Goals	CCSS ELA Grade Level	CCSS ELA Anchor	DOK
<ul style="list-style-type: none"> 1. The student will write an opinion piece. State an opinion, supply reasons for the opinion, and provide a sense of closure. 		W.2.C.1.a W.2.C.1.b W.2.D.1 W.3.A.1.a	2.1 1.8 2.1	W.1.1 W.1.5		3
<ul style="list-style-type: none"> 2. The student will publish a piece of revised writing. 		W.1.A.1.b W.1.A.1.c W.1.A.1.d W.1.A.1.e W.1.A.1.f W.2.E.1.a W.2.E.1.b W.2.E.1.c W.2.E.1.d W.2.E.1.e W.2.E.1.f W.2.E.1.g	1.8 2.1 2.2	L.1.1.a L.1.1.b L.1.1.c L.1.1.d L.1.1.e L.1.1.f L.1.1.g L.1.1.h L.1.1.i L.1.1.j L.1.2.a L.1.2.b L.1.2.c L.1.2.d L.1.2.e		2
<ul style="list-style-type: none"> 3. The student will participate in class/group discussions to further understanding of texts 		L.1.B.1 L.2.A.1	1.5 2.1	SL.1.1.a SL.1.1.b SL.1.1.c		4

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and/or to edit writing.			2.3	SL.1.2		
<ul style="list-style-type: none"> 4. The student will demonstrate comprehension of reading materials through written activities and class discussions. 		R.1.H.1.a R.1.H.1.b R.1.H.1.c R.1.H.1.d R.1.H.1.e R.1.H.1.f R.3.C.1.a R.3.C.1.b R.3.C.1.c R.3.C.1.d R.3.C.1.e R.1.D.1.a R.1.D.1.b	1.5 1.6 3.5	RL.1.1 RL.1.2 RL.1.3 RL.1.10		3
<ul style="list-style-type: none"> 5. The student will compare and contrast different versions of the same book through written activities and class discussions. 		R.1.H.1.a R.1.H.1.b R.1.H.1.c R.1.H.1.d R.1.H.1.e R.1.H.1.f R.1.I.1.a R.1.I.1.b	1.5 1.6 1.9 3.5	RL.1.9 L.1.5.a L.1.6		3
<ul style="list-style-type: none"> 6. The student will read grade-level appropriate text independently and demonstrate comprehension through discussions, summative and formative assessments. 		R.1.D.1.a R.1.D.1.b R.1.H.1.a R.1.H.1.b R.1.H.1.c R.1.H.1.d R.1.H.1.e R.1.H.1.f	1.5 1.6 3.5	RL.1.10 RI.1.10 RF.1.1 RF.1.2.a RF.1.2.b RF.1.2.c		3

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				RF.1.2.d RF.1.3.a RF.1.3.b RF.1.3.c RF.1.3.d RF.1.3.e RF.1.3.f RF.1.3.g RF.1.4.a RF.1.4.b RF.1.4.c		
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>Students participate in Writer's Workshop during which they write opinion pieces (DOK 3) and explain which version of a story (e.g. the gingerbread man) is their favorite, or respond to a story prompt and provide reasoning for their opinions (e.g. "Should the hen have shared her bread at the end of the story? Why or why not?"). Or students answer hypothetical questions such as "Is a birthday party at the park better than a party at the mall?" Students respond to class experiences, stating opinions (i.e. "I liked the cranberry pumpkin bread because it was sweet and the nut pumpkin bread was too crunchy..."). Students support their opinions using personal experiences and the information gathered through reading or other activities during the thematic unit/experience.</p> <p>Teacher-led conferences document progress/mastery towards CCSS (anecdotal, checklists, etc.). Students publish a revised piece of writing showing knowledge of the conventions of English grammar and punctuation, spelling, etc. (see Formative Assessment 1_Writing Conference (opinion) for teacher use.)</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each</p>						

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assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1	Writing an opinion piece
2	<p>1. Multiple fiction and non-fiction books covering the thematic unit/theme should have been read and discussed with the whole class and small groups before beginning instruction on opinion writing. The teacher should also refer students to the Venn diagrams (see Instructional Strategy 1_Venn diagrams) or webs completed during reading instruction/interactive writing or shared writing—these resources should be utilized by students throughout the writing process.</p> <p>Possible prompts for opinion writing:</p> <p><u>Theme: Birthdays</u></p> <ul style="list-style-type: none"> • What is your favorite birthday present you have received? Why is it your favorite? (see Instructional Activity 1_My Favorite Birthday Present) • Is it better to have a birthday party at the park or at the mall? Why? • What is your favorite kind of birthday party? • Would you rather give a pig a party or a cat a cupcake? Why? • Plan the perfect birthday. Why is it perfect for you? (see Instructional Activity 2_Birthday Party Planning) <p><u>Theme: Gingerbread versions</u></p> <ul style="list-style-type: none"> • Which version of <i>The Gingerbread Man</i> was your favorite? Why? • Should the fox have eaten the gingerbread man? Why or why not? • Which gingerbread cookie looks most like the character in the book? What makes it most like the character? (Bring in different gingerbread cookies for children to “judge”.) (see Instructional Activity 3_Gingerbread Cookie Comparison) <p><u>Theme: <i>The Little Red Hen</i></u></p>
3	
4	

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	<ul style="list-style-type: none"> • Should the other characters in the story have helped the Little Red Hen? Provide reasoning for your opinion. • Would you have helped the little red hen? Why or why not? • Should the hen have shared her bread? Why or why not? • Which version of <i>The Little Red Hen</i> was your favorite? Explain why. • Which bread did you like best? Why? (see Instructional Strategy 2_Descriptive Web) <p><u>Theme: Eric Carle Author study</u></p> <ul style="list-style-type: none"> • Which Eric Carle book did you like best? Why was it your favorite? • What do you like about Eric Carle's illustrations? • Did you like creating pictures using Eric Carle's technique? Why or why not? <p>2. The teacher should plan and teach mini-lessons that address struggles (based on writing conferences with students). This can include demonstrating how to provide reasoning for a stated opinion, how to take information from a non-fiction text and use those facts to provide support for an opinion, or how to use descriptive words when explaining a favorite.</p> <p>3. Allow time for students to create drafts of their papers. During writing workshop, conference with individual students to help them as needed. (see Formative Assessment 1_Writing Conference (opinion))</p> <p>4. When drafts are completed, teacher models how to work with a partner to peer-revise (if desired) or how to revise one's own work using a checklist. (see Instructional Strategy 4_Edit checklist opinion writing)</p> <p>5. Model how to use editing checklists.</p> <p>6. Provide time for students to rewrite revised/edited papers and prepare a final copy.</p> <p>7. Pull model/exemplar papers from students throughout the writing process to show techniques and strategies to the class.</p>
Obj. #	<p>INSTRUCTIONAL ACTIVITIES: (What Students Do)</p> <p>1. Students use information gathered from personal experiences, reading activities and classroom experiences to provide reasoning to</p>

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1	support their opinions.
2	2. Students clearly state an opinion to the prompt or question posed. If writing about a favorite version of a story (or a favorite from an author study), the title is stated.
3	3. Students take information gathered from books (fiction and non-fiction) and classroom experiences (i.e. baking bread) and incorporate it into their writing using their own words.
4	4. Students provide reasons which support their opinions. (see Instructional Strategy 3_Opinion Planning Page)
	5. Students include a sense of closure in their writing.
	6. Students work with partners or the teacher to revise and edit their writing.
	7. Students complete a final copy of their writing, using a checklist to guide them through the process.
	8. Students work towards proficient writing standards as determined by the CCSS (i.e. punctuation, capitalization, and spelling) as grade appropriate.
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1	Interactive Writing
3	<u>Interactive writing ideas:</u>
4	<ul style="list-style-type: none"> Taste-test the different breads and graph the results. As a class, discuss why one flavor had more votes than another; write an opinion piece to go with the graph (i.e. "Most people in our class liked the chocolate chip bread because it was ____ and ____.").
5	<ul style="list-style-type: none"> Vote on a favorite version of a book (i.e. gingerbread or little red hen); write an opinion piece to post for others in the school to read (e.g. "Our class recommends you read the book _____ because _____..."). Complete a Venn-diagram for two books with similar themes. Write an opinion piece explaining the use of Eric Carle's art technique (post alongside art work). For example, "When we used Eric Carle's tissue paper collage technique, we found it (<u>easy/hard</u>) because _____. We would (<u>not use/use</u>) this technique

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	<p>again because _____. This technique is good when _____. See http://www.eric-carle.com/home.html for Eric Carle's technique.</p> <ol style="list-style-type: none"> 1. Teacher provides opportunities for interactive writing. During this time, students do not copy the entire message. The teacher should choose teaching points, as determined by writing conferences with children. 2. During interactive writing, the teacher demonstrates conventional spelling, use of punctuation, capitalization, etc.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	1. Students use dry-erase markers and dry-erase boards to show their work (e.g. spelling a word that goes on the interactive writing piece or recording a blend heard within a word).
3	
4	2. Students participate by contributing ideas to the class discussion for the interactive writing piece.
5	3. Students show knowledge and understanding of vocabulary and opinion writing by contributing to the interactive writing process (e.g. providing a reason to support the opinion in the written piece).
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
4	Reading Instruction
5	1. Reading instruction will continue during this unit. The teacher will meet with guided reading groups to work on reading skills and the use of reading strategies as appropriate at their instructional level. The teacher will conference with students to check reading comprehension, and present whole-group mini-lessons around the needs of the class and this unit of study (i.e. compare and contrast two books with the same topic). During independent reading time , the teacher will conference with individual students and check for understanding and how well students are able to articulate opinions and provide reasoning for those opinions.
6	<ol style="list-style-type: none"> 2. During shared reading, the teacher will model how to state opinions and provide reasoning (e.g. "I like this book because ..."). 3. The teacher will use running records, comprehension checks, etc. to assess/monitor student progress. 4. The teacher will model how to use/fill out Venn diagram or descriptive web. These can be completed (throughout the unit) during read alouds, shared reading, and/or guided reading. Students can complete their own webs or Venn diagrams, as appropriate, when reading. These charts can be a resource when writing.

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Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
4	Reading Instruction
5	1. Students will participate in class/group discussions during and after reading instruction—asking and answering questions about the theme (providing opinions, giving reasons to support the opinion, etc.), helping complete a web, Venn diagram, and/or providing an opposite opinion and reasons for the opinion.
6	
	2. Students read grade-level appropriate text at an instructional level.
UNIT RESOURCES: (include internet addresses for linking)	
Stories:	
<u>Theme: Birthdays</u>	
Capucilli, Alyssa Satin, and Pat Schories. <i>Biscuit's birthday</i> . New York: HarperFestival, 2005. Print.	
Numeroff, Laura Joffe, and Felicia Bond. <i>If you give a pig a party</i> . New York: Laura Geringer Books, 2005. Print.	
Numeroff, Laura Joffe, and Felicia Bond. <i>If you give a cat a cupcake</i> . New York: Laura Geringer Books, 2008. Print.	
<u>Theme: Gingerbread versions</u>	
Schmidt, Karen. <i>The Gingerbread man</i> . New York: Scholastic, 1985. Print.	
Smith, Annette, and Rachel Tonkin. <i>The gingerbread man</i> . Petone, N.Z.: Nelson Price Milburn, 1997. Print.	
Parkes, Brenda. <i>The Gingerbread man</i> . Crystal Lake, IL: Distributed by Rigby, 1986. Print.	
<u>Theme: The Little Red Hen</u>	
Giles, Jenny, and Betty Greenhatch. <i>The little red hen</i> . U.S. ed. Crystal Lake, Ill.: Rigby, 1997. Print.	
Domanska, Janina. <i>Little red hen</i> . Boston, Mass.: Houghton Mifflin, 1991. Print.	
<u>Theme: Eric Carle Author Study</u>	
Carle, Eric. <i>The tiny seed</i> . Natick, MA: Picture Book Studio :, 1987. Print.	

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Carle, Eric. *The very hungry caterpillar*. [Rev.]. ed. New York: Philomel Books, 1987. Print.

Carle, Eric, and Julian Waters. *A house for Hermit Crab*. Saxonville, Mass.: Picture Book Studio, Ltd., 1987. Print.

Carle, Eric. *The very quiet cricket*. New York: Philomel Books, 1990. Print.

Carle, Eric. *The mixed-up chameleon*. New York: Crowell, 1984. Print.

Poetry:

Theme: Birthdays

Lopez, Alonzo. "Celebration." *Song and Dance*. Selected by Lee Bennett Hopkins. Illustrated by Cheryl Munro Taylor. New York: Simon & Schuster, 1997. (1993)

Read Aloud Stories:

Theme: Birthdays

Doyle, Malachy, and Katherine Lodge. *Hen's cake*. London: Simon & Schuster Children's, 2010. Print.

Rylant, Cynthia, and Sucl̃sie Stevenson. *Birthday presents*. New York: Orchard Books, 1987. Print.

Theme: Gingerbread versions

Brett, Jan. *Gingerbread baby*. New York: Putnam, 1999. Print.

Ernst, Lisa Campbell. *The Gingerbread Girl*. New York: Dutton Children's Books, 2006. Print.

Enderle, Dotti, and Colleen M. Madden. *The Library Gingerbread Man*. Janesville, Wis.: UpstartBooks, 2010. Print.

Murray, Laura, and Mike Lowery. *The gingerbread man loose in the school*. New York: G. P. Putnam's Sons, 2011. Print.

Egielski, Richard. *The gingerbread boy*. New York, N.Y.: Laura Geringer Book, 1997. Print.

Enderle, Dotti, and Joe Kulka. *Gingerbread man superhero!*. Gretna, La.: Pelican, 2009. Print.

Squires, Janet, and Holly Berry. *The Gingerbread Cowboy*. New York: Laura Geringer, 2006. Print.

Theme: The Little Red Hen

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McQueen, Lucinda. *The little Red Hen*. New York: Scholastic Inc., 1985. Print.

Sturges, Philemon, and Amy Walrod. *The Little Red Hen makes a pizza*. New York: Dutton Children's Books, 1999. Print.

Downard, Barry. *The little red hen*. New York: Simon & Schuster Books for Young Readers, 2004. Print.

Miller, J. P.. *The little red hen: a favorite folk-tale*. New York, N.Y.: Golden Books Pub. Co., 2001. Print.

Kimmelman, Leslie, and Paul Meisel. *The Little Red Hen and the Passover matzah*. New York: Holiday House, 2010. Print.

Galdone, Paul. *The little red hen*. New York: Clarion Books, 1973. Print.

Author theme: Eric Carle

Carle, Eric. *The honeybee and the robber*. New York: Putnam, 1981. Print.

Carle, Eric. *Pancakes, pancakes!*. New York: Simon & Schuster Books for Young Readers, 1990. Print.

Carle, Eric. *Rooster's off to see the world*. Natick, MA: Picture Book Studio, 1987. Print.

Carle, Eric. *The grouchy ladybug*. New York: HarperCollins, 1996. Print.

Informational Texts:

Theme: Birthdays

Reid, Mary Ebeltoft, and John Williams. *Let's find out about ice cream*. New York: Scholastic Inc., 1996. Print.

Otten, Jack. *Watch me make a birthday card*. New York: Children's Press, 2002. Print.

Frost, Helen. *Martin Luther King, Jr. Day*. Mankato, Minn.: Pebble Books, 2000. Print.

Theme: The Little Red Hen

Snyder, Inez. *Grains to bread*. New York: Children's Press, 2005. Print.

Read-Aloud Informational Texts:

Theme: Birthdays

Rustad, Martha E. H.. *Birthdays in many cultures*. Mankato, Minn.: Capstone Press, 2009. Print.

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Schuette, Sarah L.. *Birthday customs around the world*. Mankato, Minn.: Capstone Press, 2010. Print.

Schuette, Sarah L.. *Birthday party games*. Mankato, Minn.: Capstone Press, 2010. Print.

Theme: The Little Red Hen

Morris, Ann, and Ken Heyman. *Bread, bread, bread*. New York: Lothrop, Lee & Shepard Books, 1989. Print.

Theme: Eric Carle Author Study

Carle, Eric. *The art of Eric Carle*. New York: Philomel Books, 1996. Print.

Technology:

Theme: Birthdays

<http://www.pbs.org/parents/birthdayparties/> (show students the various aspects that go into party planning—decorations, snacks, invitations, etc.) If desired, students research their favorite character-themed birthday and write an opinion piece as to which one would be their favorite and why (i.e. I would love a Clifford-themed birthday party. The snack is “kibble-mix” and I think eating a snack like dog food would be fun...).)

<http://www.foodnetwork.com/videos/birthday-bombshell/32811.html> (after watching, have students share—verbally or written—which birthday cake should have won and why)

<http://family.go.com/food/pkg-dessert-recipes/pkg-cake-recipes/> (students can choose their favorite birthday cake)

Theme: Gingerbread versions

http://www.tumblebooks.com/library/asp/full_book.asp?ProductID=3204 (an online version of *Marsupial Sue and the Runaway Pancake*)

<http://www.joyofbaking.com/GingerbreadMen.html> (online recipe demonstration for making gingerbread cookies)

Theme: The Little Red Hen

<http://www.discoveryeducation.com> (watch a video version of *The Little Red Hen*)

<http://www.starfall.com/n/folk-tales/little-red-hen/load.htm?f>

Theme: Eric Carle Author Study

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<http://www.eric-carle.com/home.html> (watch videos of Eric Carle creating his collages, reading his stories, read biographical information)

Professional Resources:

Writing Workshop: Calkins, Lucy. *The art of teaching writing*. Heinemann, 1994. Print.

Print Resources:

Venn diagram (Instructional Strategy 1_Venn diagrams)

Descriptive web (Instructional Strategy 2_Descriptive Web)

Opinion Writing Planning page (Instructional Strategy 3_Opinion Writing Planning Page)

Editing Checklist (Instructional Strategy 4_Edit Checklist Opinion Writing)

My Favorite Birthday Present (Instructional Activity 1_My Favorite Birthday Present)

Birthday Party Planning (Instructional Activity 2_Birthday Party Planning)

Gingerbread Cookie Comparison (Instructional Activity 3_Gingerbread Cookie Comparison)

Writing Conference anecdotes (Formative Assessment 1_Writing Conference (opinion))

Crockpot Pumpkin Bread recipe (Other_Pumpkin Bread Recipe)

Accommodations

Specific accommodations will vary according to the child's Individualized Education Plan (I.E.P.) and/or the child's current level of English proficiency.

General accommodations include:

- During guided reading, use books at their instructional level.
- Provide one-on-one assistance in completing pre-writing pages and/or during the revision process. As needed, help students plan out their writing (i.e. counting out how many words are to be written and practicing the sentence out loud before writing or adding yellow

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lines to the paper to indicate the number of words to be written).

- Use digital pictures to assist in the writing process (i.e. include a picture of the book the child liked most from the theme). As needed, the child may use a fill-in-the-blank form (e.g. "My favorite book was _____ because _____").
- Select pre-writing pages for students based on their needs.
- Allow students to access guided reading books, shared reading books and/or read alouds when providing reasons for their opinions in their opinion pieces.

Use class resources (read aloud books, interactive writing pieces, etc.) and work with a small group of students to create a writing piece using [shared writing](#) to demonstrate how to write an opinion piece. This piece could also be revised with the small group. The shared writing piece could be done in place of an independent piece.